DOCUMENT RESUME

ED 091 035 JC 740 164

AUTHOR	Lombardi, John
TITLE	The Department/Division Chairman: Characteristics and Role in the Community College.
INSTITUTION	California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
REPORT NO	TP-40
PUB DATE	May 74
NOTE	27p.
EDRS PRICE	MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS	*Administrative Personnel; *Administrator Characteristics; *Administrator Role; *College Administration; *Community Colleges; Literature Reviews; Post Secondary Education; Technical Reports

ABSTRACT

The characteristics of the typical department/division chairman and his relationships with others were studied by means of a survey of relevant literature. Other areas studied were his role as an administrator and leader. The following conclusions were drawn from the survey: (1) department/division chairmen have many of the characteristics of other college administrators--predominantly white, male, middle-aged, former instructors with master's degrees; (2) the chairman's role in the college organization is still indeterminate--in some colleges he is given considerable authority to administer, whereas in others, his authority is severly restricted; (3) despite the lack of clarification of the chairman's role, the position continues to attract faculty; and (4) it is unlikely that the chairman's role will change significantly during the next 5 years. (DB)

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRE
SENT OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

ED 091035

THE DEPARTMENT/DIVISION CHAIRMAN:

CHAPACTERISTICS AND ROLE IN THE COMMUNITY COLLEGE

John Lombardi

ERIC Clearinghouse for Junior Colleges

Graduate School of Education and the University Library
University of California
Los Angeles 90024

Topical Paper No. 40
May 1974

JC 740 164

The material in this Topical Paper was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to the League for Innovation in the Community College for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either the League for Innovation in the Community College or the National Institute of Education.

TOPICAL PAPERS

1. A Developmental Research Plan for Junior College Remedial Education. July 1968. ED 022 479.

2. A Developmental Research Plan for Junior College Remedial Education; Number 2: Attitude Assessment. November 1968. ED 026 050.

3. Student Activism and the Junior College Administrator: Judicial Guidelines. December 1968. ED 026 039.

4. Students as Teachers. January 1969. ED 026 999.

5. Is Anyone Learning to Write? February 1969. ED 030 422.

6. Is It Really a Better Technique? March 1969. ED 030 410.

7. A Developmental Research Plan for Junior College Remedial Education; Number 3: Concept Formation. August 1969. ED 032 072.

8. The Junior College in International Perspective. January 1970. ED 025 417.

9. Identifying the Effective Instructor. January 1970. ED 035 416.

10. Financing Higher Education: A Proposal. February 1970. ED 037 206.

11. The Person: A Conceptual Synthesis. March 1970. ED 037 219.

12. The Position Papers of Black Student Activists. September 1970. ED 042 453.

13. Case Studies in Multi-Media Instruction. October 1970. ED 044 098.

14. The Laws Relating to Higher Education in the Fifty States, January 1965-December 1967. October 1970. ED 044 097.

15. Nationwide Pilot Study on Articulation. December 1970. ED 045 065.

16. The President's Reaction to Black Student Activism. January 1971. ED 046 390.

17. The Dynamic Interaction of Student and Teacher. February 1971. ED 046 395.

18. Directions for Research and Innovation in Junior College Reading Programs. February 1971. ED 046 396.

19. Some Philosophical and Practical Concepts for Broadening the Base of Higher Education in Virginia. April 1971. ED 049 729.

20. Skill Development in Junior College Reading Programs. May 1971. ED 048 859.

21. Community College Reading Center Facilities. May 1971. ED 051 792.

22. Black Studies as a Curriculum Catalyst. May 1971. ED 050 709.

23. Exemplary Practices in Junior College Reading Instruction. May 1971. ED 050 710.

24. Training Faculty for Junior College Reading Programs. May 1971. ED 050 711.

25. Extending Environmental Research to the Community College. August 1971. ED 053 724.

26. A Student Volunteer Services Bureau. August 1971. ED 053 719.

27. The College of the Whole Earth. October 1971. ED 055 588.

28. The Professional President: A Decade of Community Junior College Chief Executives. January 1972. ED 058 881.

29. The Financial Crisis in the Community College. February 1972. ED 058 873.

30. The Practitioner Views Institutional Research. February 1972. ED 059 718.

31. After the Open Door: An Approach to Developmental Education. March 1972. ED 059 714.

32. Group Counseling of Minority and Low-Income Women Students: A Model Program for Community College Educators. March 1972. ED 059 715.

33. The Who, What, Why of Instructor Evaluation. April 1972. ED 060 839.

34. Do Students Want Individualized Instruction? July 1972. ED 063 931.

35. Study and Travel Programs Abroad: Guidelines for Two-Year College Students. July 1972. ED 063 914.

36. Personality Orientations and Vocational Choice in Community College. Students. December 1973. ED 083 979.

37. A Comparison of the Personality Characteristics of Community College Drop-outs and Persisters. December 1973. ED 083 980.

38. The Department/Division Structure in the Community College. December 1973. ED 085 051.

39. The Duties and Responsibilities of the Department/Division Chairman in Community Colleges. March 1974.

40. The Department/Division Chairmen: Characteristics and Role in the Community College. May 1974.

Copies of back issues are available (by ED number) from ERIC Document Reproduction Service, P.O. Drawer O, Bethesda, Md. 20014. Hard copy (HC) is $3.29 per units of 100 pages or less; microfiche (MF) is $.65 per title, regardless of size. Payment must accompany orders of $10.00 or less and should include sales tax where applicable.

UNIVERSITY OF CALIF.
LOS ANGELES

JUN 21 1974

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

INTRODUCTION

The department/division chairman has been the subject of a large number of extensive studies, mostly in doctoral dissertations. In addition, presidents, deans, chairmen and, to a lesser extent, faculty have written about their perceptions of the role the chairman plays in the conduct of the department, his relationships with the dean of instruction, the faculty, other chairmen and students. In both types of accounts a great deal is revealed about the characteristics of a chairman. This paper, the third of a series, will focus on characteristics of the typical chairman and his relationships with others. It will consider his role as an administrator and leader and suggest how a chairman may function effectively even as his role changes from policy maker to ministerial officer.

THE DEPARTMENT/DIVISION CHAIRMAN: CHARACTERISTICS AND ROLE IN THE COMMUNITY COLLEGE

John Lombardi

The department/division chairman belongs to the largest group of administrative personnel in community colleges, probably as large as all the administrators, semi-administrators and supervisors combined. He is one of 7,500 to 10,000. In 70 percent of the colleges, he consorts with five to ten other chairmen; in a few he may have 30 or more colleagues (Bushnell, 1973).

About 75 percent are middle-aged, 40 years or older (Pierce, 1971; Lind, 1973); very few are under 30 years of age (Freligh, 1973). The great majority, 80 to 85 percent, are men (Northern Illinois University, 1971), and in the sciences the percentage rises to 93 (Pierce, 1971). Women predominate in secretarial sciences, nursing, women's physical education and home economics, but when these fields are combined with others in a divisional pattern--women lose out to men. For example, in nine Kansas colleges all the chairmen of occupational and business education divisions were men as were 13 of the 14 heads of the math and science divisions. In fact, in each of the five divisions reported in a survey, 60 percent or more were men (Lind, 1973). Nonwhites are as scarce as women among chairmen. Except in colleges with predominantly ethnic enrollment, or in ethnic departments, the probability that a chairman is nonwhite is quite low (Lombardi, 1971).

As a result of state and federal pressure for affirmative action programs, the sexual and racial imbalance will change as the proportion of

women and minorities on the faculty increases. With more of each group among the faculty, the chances of their being selected as chairmen also increases. In a 1972 study of 927 new instructors hired for the California colleges, 42 percent were women, nine percent Chicano, eight percent Black, three percent Asian and one percent Native American. Each represented an increase over the previous year (Phair, 1972).

The majority of chairmen (75 percent) hold a master's degree, while a smaller number have earned a doctorate. Chairmen in the science division report a higher proportion (24 percent) of doctorates than those in other disciplines (Pierce, 1971). Of 48 Kansas chairmen, four reported a doctorate degree (Lind, 1973).

Although community college administrators are not enthusiastic about hiring new instructors with doctorates, their salary schedules encourage those already employed to obtain doctorates. Preparation-type salary schedules and promotion policies are weighted in favor of those with higher degrees. The salary differences between instructors of equal experience and service with doctorates and those with master's degrees may be as high as $3,000 per year. Thus, it is reasonable to predict that in the future more chairmen will have doctorates.

Among chairmen in occupational fields, a sizeable number hold a bachelor's or lower degree (Bushnell, 1973). As a result of federal and state incentives, the number of occupational programs and students enrolled in these programs is rising at a faster rate (or declining at a lower rate) than programs and students in the transfer programs. In turn, this will increase the proportion of chairmen with a bachelor's or lower degree (Phair, 1972).

Generally the chairman obtains his office by: (1) appointment by the president or dean without consultation with the members of the department (2) appointment after formal or informal faculty consultation (3) appointment from nominees submitted by a faculty administration or (4) election subject to the approval of the president. Depending upon the selection process, he holds office at the pleasure of the president or for a fixed term of from one to three years, usually with the opportunity for reappointment or reelection. In colleges where tenure is one year, the chairmanship rotates frequently. The average time served ranges from three and one-half to seven years (Lind, 1973).

Chairmen average almost 18 years of educational experience (Lind, 1973). Prior to becoming chairmen three-fourths of them had teaching experience at the college. Forty-two percent had taught at a secondary school and 14 percent at another community college. Fewer than one in 10 had elementary teaching experience (Freligh, 1973). As in other areas, changes in staffing patterns will produce comparable changes in the characteristics of chairmen. The most marked change is taking place in the reduced percentage of instructors recruited from high schools and the almost negligible percentage from elementary schools. Most new faculty are coming from other colleges, business and industry, and graduate schools. In time, few new chairmen will have had previous secondary school experience.

In a 1973 study of selected community colleges it was found that about 65 percent of the chairmen were chosen from among former instructors in the college. About 27 percent had prior experience as chairmen at another community college, a secondary school or in the same institution (Freligh, 1973).

Ten percent had previous experience as an administrator. Rarely has an existing chairman had formal training or preparation for his position. Most of his training came from observing his chairman when he was an instructor, from informal assistance of his fellow chairmen or dean, or from formal in-service meetings conducted by the dean. Occasionally, a chairman may be given the opportunity to attend a regional or national conference devoted to chairmen.

The majority of chairmen are still classified as instructors but a considerable number are being classified as administrators. They usually have the title of chairman or head, and in a few colleges they are called director, assistant director, or dean. Chairmen supervise from one to 50 or 60 instructors, with an average of about 10 full-time and a smaller number of part-time instructors (Pierce, 1971). About 97 percent of them teach an average of nine contact hours with a range of 0 to 20 hours (Anthony, 1972; Pierce, 1971; Lind, 1973). A third of them have responsibilities outside their departmental areas, usually service on a college-wide committee or an ad hoc task force.

Generally, the chairman works under a 36-40 week contract and receives an instructor's salary plus an increment. A few work on a yearly contract basis, particularly chairmen in registered nursing or health services, physical education and vocational-technical departments with work-study plans. Sometimes the extra months' assignment is in lieu of extra compensation.

Formal and informal groups of chairmen have been formed but they have not yet developed into serious professional organizations comparable to those of admission officers, counselors, placement officers and other personnel.

In view of the propensity of Americans to form or to join organizations, this is surprising. It is probably due to the relatively short tenure, the indeterminate faculty-administrator status, and the practice of appointing chairmen from within the faculty. In addition, a chairman's primary allegiance tends to be to his discipline rather than to his position as administrator, in contrast to faculty members who, upon promotion to a permanent administrative position, transfer their allegiance to the new role. Generally, the department chairman does not consider the chairmanship to be much more than a temporary, quasiadministrative post with some new duties added to his teaching responsibilities.

Being a chairman means many things. To an administrator with a long secondary vocational-technical school background, he is a conduit between the administration and faculty, while to an administrator of a smaller college, the right division chairman is the key to efficiency and success. This judgment was echoed by the chancellor of a huge system of colleges who saw in the chairman, "the key to the community college mechanism," adding that if there are not "quality people at this division chairman level...the organization will not put out quality education" (Priest, 1973, p. 17). This role as the key academic and administrative officer recurs frequently (O'Grady, 1971).

A dean of instruction who served as chairman describes the job as "the fulcrum or lever operated from both ends; an academic administrator, manager, coordinator, but at the same time, a sort of head teacher, the role that the dean may have served when colleges were smaller" (Underwood, 1972, p. 156). He "is the man in the middle and at the same time the man on the firing line"

(Ahmann, 1972, p. 195), "an unusually knowledgeable, competent doer with an abundance of energy" (Priest, 1973).

This man-in-the-middle role may be the greatest contribution to the chairman's frustration. Few other administrators have to cater to often contradictory objectives and moods of their superiors as well as those they work with. The chairman may be the key academic and administrative officer, but his dependent relationship to the dean is hardly conducive to the development of an identity of his own. Priest underscores this dependent relationship by stating that "the chairman is very dependent upon him or her; therefore, the effective chairman must develop a relationship in which the dean knows, respects and trusts him on matters of budget, hiring, and endorsement of requests" (1973, p. 19). Of course, the same relationship may exist between the dean and the president, but, in practice, the duties and responsibilities of the dean are more clearly defined.

No less difficult is the chairman's close relationship to the faculty--who expect him to be their spokesman, to carry out the policies that they have developed, and to advance the welfare of the department and the faculty members. As the instructor's most accessible administrator and first point of contact, he also acts as counselor and father-confessor. At the same time, the narrow gap that exists between them leads to expectations that cannot always be fulfilled. When the chairman must discipline an instructor or render an unfavorable decision, a serious antagonism may develop. No matter how circumscribed a chairman's responsibilities may be, he remains the closest person of authority for the instructors. Moreover, if the faculty perceives that the chairman is merely a mouthpiece for the dean, he will encounter

tremendous resistance to his leadership in activities beyond those of a necessary and routine nature. How to achieve a balance between his role as an administrator and faculty spokesman requires unusual diplomatic qualities.

With the spread of collective bargaining, contracts and agreements are exerting a powerful influence on the chairman's role in three directions. First and foremost they specify whether the chairman is an administrator or a faculty member. Second, they restrict his area of jurisdiction, sometimes reducing his authority to the performance of routine activities. Finally, they provide for active instructor participation in departmental decisions, including selection of the chairman.

In this paper the discussion will deal primarily with the first point: the chairman as administrator or faculty member. The other two are considered in (Lombardi, 1974). Collective bargaining agreements specify those employees who comprise the employee bargaining unit. In one way or another the chairman's status as administrator or instructor is defined. He may be included or excluded by title, by the definition of a full-time faculty member as a person employed to teach a certain number of hours or courses (Lansing Community College, 1971) or by a statement that "no member of the bargaining unit shall exercise supervision over any other member of the bargaining unit" (Minnesota, 1973).

In a 1971 analysis of 22 collective bargaining contracts in the State University of New York colleges, 15 include department or divisional chairmen as members of the bargaining unit, while seven exclude them (McHugh & O'Sullivan, 1971). In 1973, an examination of 17 contracts from nine states

showed that chairmen are included in the bargaining unit in eight and excluded in seven. Two colleges covered by contracts do not have chairmen.

Thus, contracts are resolving the question, "Is a chairman an administrator or faculty member?" However, as these two small samples indicate, the answer is not consistent. Practice will continue to vary, although in states such as Hawaii and Minnesota where all colleges are covered by one contract, uniformity is the rule. The same is true for the multicampus district colleges.

Administrators and faculty organizations do not follow a consistent policy in their attitude toward the issue of including or excluding chairmen from the bargaining unit. In general, administrators want chairmen excluded, but occasionally they favor their inclusion in the hope that the chairmen will have a tempering influence over faculty militants.

The AFT and the NEA want each case judged separately. If chairmen teach and are elected, they favor including them in the bargaining unit. They may also consider the degree of union support that could be expected from them. The AAUP invariably considers chairmen to be faculty members (Semas, 1973).

National Labor Relations Board decisions will ultimately bring about a resolution of the issue of the chairman's status. Although these decisions affect only private colleges, they are usually acted upon by public colleges and state labor boards. The NLRB decisions are based on the responsibilities of the chairmen: if the chairmen exercise supervisory duties, they are excluded. Under the National Labor Relations Act a supervisor is "Any individual having authority, in the interest of the employer, to hire, transfer,

suspend, lay off, recall, promote, discharge, assign, reward, or discipline other employees, or responsibility to direct them, or adjust their grievances" (Semas, 1973, p. 3).

In California, the decision is left to local boards of trustees who are required to identify each class of certificated employees as administrator or instructor. Those labeled administrator are excluded from representation on the certificated employees council, the unit representing instructors for meeting, and conferring with the board on educational and welfare matters (Ross, 1973).

In 1973 a Washington State Legislature Joint Committee on Higher Education also recommended that the decision be left at the local level since, "in some districts, a department head may have clear administrative management responsibilities such as the hiring, firing, and disciplining of faculty members within his department," while "in other districts, the department chairman may be a coordinator of faculty educational and administrative responses and not actively participate in personnel policy decisions" (1973, p. 19).

A question naturally arises. "Will granting the chairman administrative status eliminate the frustration and schizophrenia?" The answer is probably "No." The spread of participatory democracy and the trend toward the instructor's increased freedom in determining how and what to teach and what textbooks and other materials to use, in addition to the close day-to-day relationship that exists between the chairman and the instructors will still remain. Being delegated specific duties by the dean will alleviate the subservient relationship, but this will not offset the increase in

faculty control over the department. The chairman will still have to earn the respect and confidence of the instructors in order to exercise the leadership necessary to develop an effective department.

If collective bargaining continues to spread, the need for high level leadership ability will be paramount for, "collective bargaining...is a reach in some dimension for authority by faculty" (Education Commission of the States, 1972, p. 11). While this reach touches all administrators, it has the greatest impact on the chairman who is most directly involved with the faculty.

To a great extent the success, failure or the chairman's very existence in the organization depends upon his ability to assess the perceptions of the dean, president and faculty and to adapt himself to them. This may sound like tacking, but it need not be. Such assessment and development of a course of action is inherent in any leadership position.

The Chairman as Administrator

A chairman performs his function in two capacities--as an administrator and as a leader. Of the two, administrative skill is easier to define and describe. The tasks of an administrator are definite, repetitive and evaluative, while 'leadership" is so infinitely complex as to defy description. No combination of traits has yet been found to distinguish good from mediocre or poor leadership. The concept of leadership has more glamor than that of administrative skill. It connotes dynamism, a look into the future. Leadership without movement is inconceivable. By contrast, administrative skill has a static quality; it depends on rules and regulations with emphasis on tradition, precedents and stability--all necessary for the smooth functioning

of an organization. Expressed in another way, leadership is associated with vision, perspective, change; administrative skill with organizing, staffing, directing and controlling. Both are essential; without administrative skill leadership would become a rhetorical exercise.

Because administrative tasks are repetitive and periodically recurrent, substantive changes from one semester to the next are usually minor. Such tasks include recruiting, hiring and evaluating instructors; reviewing and revising the courses and curriculums; editing a catalog; preparing a schedule of classes; compiling a faculty handbook; assigning instructors to classes; allocating offices to faculty; compiling text and library books; purchasing, repairing, replacing and inventorying equipment; in addition to many other tasks. Because many tasks are routine, they are often assigned to a secretary or clerk.

Duty specifications and statements for chairmen predominantly stress skills in many specific areas--with only a few relating to leadership. This is an indication of the more readily identifiable tasks of the administrative role and the lack of certainty regarding the leadership role.

The chairman may play an administrative role in more than 30 areas. These are important in the operation of the college. When well done, they contribute to an effective educational program in a milieu conducive to excellent teaching and learning. The tasks are basic to the institution's mission. But, because the tasks are easy to execute, the danger exists that the chairman may become a technician rather than educator. For example, procedures are excellent for developing routines, uniformity and economy, but carried to excess, they may deaden initiative, stultify operations and

emphasize the status quo. What is, becomes paramount, delaying or ignoring the new.

The line between administrative skill and leadership is not as sharply defined as this separate treatment may imply. Many administrative tasks may require leadership qualities. For example, such a seemingly simple activity as textbook selection--that recurs periodically according to well-defined rules--nevertheless can raise questions and cause controversies not easily answered or resolved by application of rules. The question of textbook selection involves: the right of the instructor as opposed to a department's policy to have a uniform text; the welfare of the students relative to cost and resale; appropriateness for the course in terms of difficulty and applicability; ethics of adopting an instructor's text; and the length of time a text must be used before a change may be or must be made. Arbitrary decisions by the chairman, even though they may be made according to the rules, can create division within the department. Particularly serious repercussions may occur when outside pressure is applied to change a textbook containing unpopular ideas or offensive language.

Another example that skirts the line between administration and leadership is the record a chairman maintains on enrollment in his department. Although this may be a routine activity that can be performed by the departmental secretary, the analysis of the information has implications for the courses offered, curriculum changes, evaluation of instruction and the future of the department. The analysis of enrollment information is of high priority to the effective chairman. It enables him to determine weak and strong areas among the courses offered, to evaluate the probable causes, and to

bring them to the attention of instructors that are affected, prior to discussion with the dean or president. In the process, he and the instructors may need the advice of the institutional research director for technical interpretation of the data.

The Chairman as Leader

As indicated before, defining leadership is infinitely more difficult than describing administrative skill. At the same time, a chairman's reputation more often depends on his leadership role than on his administrative skill--a paradoxical situation, since leadership is such an amorphous concept.

Since in his leadership role the chairman is often cast as an agent of change, his ability to determine what needs change and what should be left undisturbed is an important asset. Of course, change goes on constantly, often without conscious direction, especially when it occurs in small, imperceptible increments. Such change differs from that brought about by leadership, which is consciously planned and directed, resulting in large perceptible increments. It requires consummate skill to determine what change should happen, in which direction, when and how. Just as important is the corollary that many activities and programs should be continued with little or no change. An effective chairman understands that change for change's sake may be counterproductive and lead to ill-advised plans, projects, or proposals that create the illusion of purposeful activity.

Many illustrative examples of effective leadership turn out to be descriptions of styles of operation rather than analyses of traits. Styles are a composite of attitudes, actions and decisions--they may be authoritarian, democratic, anarchic, or permissive. Whatever it may be, it is something

intimately a part of the individual, built on his personal endowments.

Descriptions of styles often sound like prescriptions that can be adopted by anyone wishing to be a leader. They may be as simple as the statement a dean of instruction made to the college's chairmen, "From now on you are responsible for the operation of your departments. If you need help my office is always open." Or as another advised, "Never ask permission. Keep people informed if necessary and permit them to give advice, but never ask permission."

With caution, descriptions of styles can be helpful to an administrator--but not if followed slavishly; that is, without adapting them to one's own personality and to the kind of department and college in which one works. Leadership styles that depend upon slogans, themes and shibboleths (many of which are sophomoric, insipid, banal or just plain cliches) cater to the fad of the moment. Today accountability is crowding innovation as the magic word; yesterday it was participatory democracy--tomorrow it will be something else. Cliches such as communication crop up periodically. Just a few of these words and phrases go a long way. A management consultant, commenting on a president's pride in communication as his keystone of effective leadership wrote, "Despite an excellent printing plant, innumerable weekly and monthly bulletins and notices and a memo pad with the slogan 'write it, don't say it', internal communications is a major problem" (Tadlock Associates, 1971).

At the risk of appearing inconsistent a brief description of a style of effective leadership follows. It is taken for granted that the chairman has a thorough knowledge of his subject and knows a good deal about other subjects included in the department. A successful chairman works to earn the

confidence of the faculty and administration, knows what he wants to do and is able to state what he hopes to accomplish. Openness and honesty is extremely important. Uppermost among his goals is the improvement of instruction obtained through his interest in and concern for what instructors do in the classroom. He is open to new ideas, uses available resources, involves the instructors in the formulation of plans, permits a great deal of freedom in the means of achieving the goals and accepts responsibility for failures. He does not use lack of cooperation, inadequate budget, indifferent faculty and poor facilities as excuses for inaction. As a leader, the chairman acts as the liaison between the dean and president and the faculty and students. This involves more than the transmission of memos, announcements and other routine notices--it includes interpretation of policies, plans, goals and dreams for the near and distant future. When implementing a program or a plan within the department, the chairman does so in the context of the college goals or objectives. This makes it necessary for him to understand what each level of administration, the faculty and the students should be doing. In this way he helps the college achieve unity of purpose combined with diversity of tasks.

In formulating the department plans, goals and objectives, the chairman keeps the president informed, thereby giving him the opportunity to observe how effective departmental plans further and enhance institutional goals. As the plans are developed the chairman keeps the president posted on changes in instruction, technology, research, and student progress as well as difficulties encountered.

The responsibilities of a liaison also include personal and social

interchanges. This has many ramifications--much more important than a description can indicate. Personal and social links enhance individual and departmental identity or feeling of importance. Educators, no less than business executives, are finding a growing sense of anomie among those who perform the essential work of the enterprise. Where new technologies of teaching take hold (with decreased reliance on instructors, and using an assembly-like process and gadgetry), the feeling of anomie may become more serious. In our large colleges, especially in our multi-college systems, anomie is already a problem--to the extent that faculty are finding their identity outside the college among colleagues in professional associations and other activities. Loyalty to the college no longer holds first place for many instructors and administrators. Where such a condition exists, the chairman's leadership is seriously taxed.

Because the chairman is closer to the faculty than to the dean, he is better situated to sense their frustrations and aspirations, to spot danger signs and to maintain harmony within the department. If the chairman has earned the confidence of the faculty, they will not only feel free to discuss their problems and complaints with him but will trust him when he suggests alternatives to actions that may lead to serious ruptures.

The chairman has the opportunity to help reduce impersonalization created by the bureaucratic character of the institution that tends to discourage diversity, flexibility and individual responsiveness. As colleges grow larger and as more districts become multicampus, this movement toward uniformity accelerates unless measures are taken to counteract it. There is a strong tendency for the chairman to intensify impersonalization by becomin

another link in the bureaucracy. If he lets this happen, the distance between the president and the faculty widens.

The chairman plays a key role in strengthening the communication link between students, faculty and president. He has many opportunities to bring these people together at events such as: social teas honoring outstanding students, lectures by prominent speakers, and advisory group meetings. Students and faculty members need these opportunities to meet the president; no other person in the hierarchy can substitute for him as a symbol of the college. On a more personal basis, the chairman keeps the president informed of joyful and tragic events in the lives of the faculty and students, enabling him to send notes of congratulations and condolences.

Some presidents try to counteract the negative effects of largeness and bureaucracy by maintaining an open door policy and by requiring each administrator to do so as well. In such an organization, student, faculty member and administrator may meet, consult and visit with any individual in the hierarchy. This does not require that an individual's responsibility be reduced. A chairman is still responsible and still has authority in his area; he is not being circumvented or bypassed. At its best open communication is an extension of the procedure used in some organizations whereby an individual may air his concerns to an ombudsman, a chaplain or an inspector. Open communication enhances, rather than breaks down, the chain of command (Richardson, 1971); in this type of organization the chairman reports to every dean.

Regardless of the difficulties and frustrations of administering a department, the chairman survives and faculty members strive to succeed him whenever a vacancy appears. Faculty must see merit in the position as an

opportunity for service to the department, colleagues and students. For a person with stamina and diplomacy, the chairmanship offers the chance for administrative service and educational leadership in the teaching-learning area of the educational enterprise. The benefits of released time and extra pay are not large, but of sufficient size to be another inducement. Despite his low hierarchical status the chairman has prestige, dispenses a limited amount of patronage, participates in policy-making councils and is started on an administrative career if he wishes to continue in that direction.

Summary

In summary, then, the following conclusions are drawn from the survey:

1. Department/division chairmen have many of the characteristics of other college administrators--predominantly white, male, middle-aged, former instructors with master's degrees. Unlike the selection of other administrators, faculty have a large voice in their selection and removal. The great majority teach one to three classes, and they are paid an instructor's salary with an occasional extra stipend of $1,000 to $1,500 per year.

2. The chairman's role in the college organization is still indeterminate; in some colleges he is given considerable authority to carry out his responsibilities as an administrator, in others his authority is severely circumscribed. Administrators--the president and dean of instruction--are ambivalent about the chairman's role. On paper they delegate many responsibilities to him. In practice they often reduce him to a transmitter of "memos" to the faculty and reports of faculty attitudes and concerns to the administration. The divided instructor-administrator status of the chairman contributes to the indeterminateness of the role.

3. Despite the unclarified nature of the chairman's role the position continues to attract faculty. For many it is considered the first step in an administrative career.

4. It is unlikely that the chairman's role will change significantly during the next five years. A few colleges are experimenting with new roles, even with new organizations, but the results are inconclusive. The incidence of failure is high; which is not surprising considering that the chairman and the department/division have a history antedating the establishment of the community college.

BIBLIOGRAPHY

Ahmann, J. Stanley. "The Emerging Role of the Department Chairman: Be an Administrative Activist." In James Brann and Thomas A. Emmet (eds.) The Academic Department or Division Chairman: A Complex Role. Detroit, Michigan: Balamp Publishing Company, 1972.

Anthony, John. "Study on Departmental Chairmen in Public Community Colleges." Glen Ellyn, Illinois: College of DuPage. Unpublished mimeograph; November, 1972. n.p.

Bushnell, David S. Organizing for Change: New Priorities for Community Colleges. New York: McGraw-Hill, 1973. 237

Education Commission of the States, Higher Education Services Division. Faculty Collective Bargaining in Post Secondary Institutions: The Impact on the Campus and on the State: Background and Recommendations. Denver, Colorado: Education of the States. May, 1972. Multilith. 19 pp.

Freligh, Edith A. An Investigation of the Qualifications, Methods of Selection and Term of Office of Department and Division Chairmen in Selected Public Two Year Colleges in the United States. Ph.D. Education Dissertation. Los Angeles, California: University of California. June, 1973. 250 pp.

Lansing Community College. Agreement Between Board of Trustees of Lansing Community College of the State of Michigan and Lansing Community College Chapter of the Michigan Association for Higher Education at Lansing Community College. Lansing, Michigan: Lansing Community College. September 13, 1971. 43 pp.

Lind, Donald J. Summary of Divisional Chairman's Questionnaire. For the Kanedco Conference, April 15-17 Coffeyville Community Junior College. Coffeyville, Kansas. Unpublished manuscript. 1973. 12 pp.

Lombardi, John. The Duties and Responsibilities of the Department/Division Chairman in Community Colleges. Topical Paper No. 39. Los Angeles, California: ERIC Clearinghouse for Junior Colleges, 1974. 21 pp.

McHugh, William F. and Richard O'Sullivan. New York Community College Collective Negotiation Contract Survey. January, 1971. 63 pp.

BIBLIOGRAPHY

Minnesota, State of...Professional Staff Contract Between Minnesota State Junior College Board and Minnesota Junior College Faculty Associatio April, 1973. 23 pp.

Northern Illinois University. Staff Members of Illinois Community College September, 1971. Community College Services. 48 pp.

O'Grady, J. P. "The Role of the Departmental Chairman." Junior College Journal. 41: 32-36; February, 1971.

Phair, Tom S. Staffing Patterns in California Community Colleges: A 1972 Overview. December, 1972. 6 pp.

Pierce, Harmon B. "A Look at the Science Division Head." Junior College Journal. 42: 28-31; November, 1971.

Priest, W. "The Division Chairman in the Multi-Campus Community College." In John R. Grable (ed.), Role of the Department/Division Chairman in the Community College. Huntsville, Texas: Sam Houston State Univer sity, April, 1973. pp. 17-22.

Richardson, Richard D. Jr. "Restructuring the Human Dimensions of Our Colleges." Junior College Journal. 41: 20-24; February, 1971.

Ross, Doris M. Legislation and Achievements Related to Teachers and Other School Personnel. Denver, Colorado: Education Commission of the States, 1973.

Semas, Philip W. "Department Heads Not Supervisors, Labor Relations Board Rules." The Chronicle of Higher Education. 7: 1; May 29, 1973.

Tadlock Associates, Inc. "Organizing for Tomorrow: A Management Study for Triton College (Illinois)," April, 1971.

Underwood, David. "The Chairman As Academic Planner." In James Brann and Thomas A. Emmet (eds.), The Academic Department or Division Chairman: A Complex Role. Detroit, Michigan: Balamp Publishing Company, 1972 pp. 152-161.

Washington State Legislature Joint Committee on Higher Education. Collective Bargaining: Professional Negotiations. Olympia, Washington: House Office Building, January, 1973.